

**U.S. Department of Education - EDCAPS
G5-Technical Review Form (New)**

Status: Submitted

Last Updated: 11/10/2015 05:23 PM

Technical Review Coversheet

Applicant: Innovation Schools (dba Willow Public School) (U282B160040)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Curriculum and Instructional Practices		
1. Quality of Curriculum	15	12
Assisting Educationally Disadvantaged Students		
1. Achievement Standards	5	2
Assessing Achievement of School Objectives		
1. Assessing Achievement	15	15
Community & Parental Support & Comm. Involvement		
1. Community Support	10	8
Quality of Project Personnel		
1. Project Personnel	22	22
Quality of the Management Plan		
1. Management Plan	15	13
Existence & Quality of Charter or Performance Con.		
1. Existence of Charter	15	13
Degree of Flexibility Afforded by the SEA/LEA		
1. Degree of Flexibility	3	3
Sub Total	100	88
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students - 1		
1. CPP 1	3	3
Supporting High-Need Students - 2		
1. CPP 2	3	0
Improving Early Learning Outcomes and Developments		
1. CPP 3	2	0
Sub Total	8	3
Total	108	91

Technical Review Form

Panel #8 - Non-SEA Charter Schools - 8: 84.282B

Reader #2: *****

Applicant: Innovation Schools (dba Willow Public School) (U282B160040)

Questions

Selection Criteria - Quality of Curriculum and Instructional Practices

1. The quality of the proposed curriculum and instructional practices (20 U.S.C. 7221c(b)(1)).

Note: The Secretary encourages the applicant to describe the quality of the educational program to be implemented by the proposed charter school, including: how the program will enable all students to meet challenging State student academic achievement and content standards; the grade levels or ages of students to be served; and the curriculum and instructional practices to be used.

Strengths:

The applicant adequately describes the student population to be served, the anticipated composition of the student body and the values of the school (p.2). The applicant provides examples of intended ELA, math, social studies, science and Spanish curriculum and interventions for struggling students (pp. 3-4). The application also adequately describes the intended "research-based" instructional methods, including project-based learning and blended-learning (pp. 8-9).

Weaknesses:

As the applicant intends to serve a challenging population, the application could have provided additional detail on the interventions and strategies the school will use when students are not making progress. The applicant does not describe monitoring techniques that will be used to measure student progress and identify weaknesses in curriculum, teaching methods and interventions.

Reader's Score: 12

Selection Criteria - Assisting Educationally Disadvantaged Students

1. The extent to which the proposed project will assist educationally disadvantaged students and other students in meeting State academic content standards and State student academic achievement standards (20 U.S.C. 7221c(a)(1)).

Strengths:

The application details the social services the school intends to provide students, including home visits and daily visits with a faculty adviser. (pp. 10-11)

Weaknesses:

The application focuses on supporting the students, but does not address steps to monitor academic progress and intervene with steps needed to ensure students meet academic standards in this section.

Reader's Score: 2

Selection Criteria - Assessing Achievement of School Objectives

1. The quality of the strategy for assessing achievement of the charter school's objectives.

Note: The Secretary encourages the applicant to propose a comprehensive plan for assessing the achievement of the charter school's objectives, inclusive of developing performance measures and performance targets for its proposed grant project that are consistent with those objectives. The applicant should clearly identify the project-specific performance measures and performance targets in its plan and should review Section VI.4. Performance Measures of the notice for information on the requirements for developing those performance measures and performance targets consistent with the objectives of the proposed project. The applicant may choose to include a discussion of the project-specific performance measures and targets it develops in response to the Performance Measures requirements when addressing this criterion.

Strengths:

The applicant clearly states three project objectives and provides multiple milestones for each objective for each of the three years of the grant. Two objectives focus on hiring staff (p. 17,19) and the third on acquiring technology (p. 22). The applicant also provides three grant years of academic and behavioral targets for their first cohort of students (p. 15-7).

Weaknesses:

No weaknesses found.

Reader's Score: 15

Selection Criteria - Community & Parental Support & Comm. Involvement

1. Please provide your responses in the sub-questions.

The extent of community support and parental and community involvement (20 U.S.C. 7221c(b)(3); 20 U.S.C. 7221b(b)(3)(E)).

Strengths:

Weaknesses:

Reader's Score: 8

Sub Question

- 1. The Secretary considers the extent of community support for, and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--**

(i) The extent of community support for the application (up to 5 points);

Note: In describing the extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school, the Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.

Strengths:

The applicant provides evidence of community support, including descriptions of five bilingual community engagement meetings and letters of support.

Sub Question

Weaknesses:

No weaknesses found.

Reader's Score: 5

2. The Secretary considers the extent of community support for, and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--

(ii) How parents and other members of the community will be involved in the planning, program design, and implementation of the charter school (up to 5 points).

Note: In describing the extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school, the Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.

Strengths:

The applicant provides sufficiently detailed descriptions of continued community engagement events (p. 28). The applicant clearly states the school's intention to incorporate community ideas and cultivate parent engagement.

Weaknesses:

Although the application lists community organizations the school will partner with for "wrap-around services," the applicant neglects to describe in this section how, in the future, parents will be informed about the school and students will be given an equal opportunity to attend the school. Although the applicant does describe outreach plans in the invitational priority: promoting diversity section, by not including the plans in this section, it makes it difficult for the reviewer to easily and fully comprehend the applicant's plans (pp. 49-50).

Reader's Score: 3

Selection Criteria - Quality of Project Personnel

1. Please provide your responses in the sub-questions.

The quality of project personnel (34 CFR 75.210(e)(1), (e)(2), and (e)(3)(ii)).

Strengths:

Weaknesses:

Reader's Score: 22

Sub Question

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (up to 2 points).

Note: The Secretary encourages the applicant to provide evidence of the key project personnel's training and experience in activities related to the planning, program design, and initial

Sub Question

implementation of a charter school.

Strengths:

Members of the board of directors are bi- or multilingual, and one board member is from Peru. The applicant presents evidence of their commitment to hiring teachers of similar ethnic and cultural background to their anticipated student population (pp. 32-33).

Weaknesses:

No weaknesses found.

Reader's Score: 2

2. In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel (up to 20 points).

Note: The Secretary encourages the applicant to provide evidence of the key project personnel's training and experience in activities related to the planning, program design, and initial implementation of a charter school.

Strengths:

The applicant demonstrates that the senior leadership of the school possesses appropriate experience, as well as support from the charter sector (29-30). For example, the Executive Director has extensive teaching experience and has received training and support from in the Washington State Charter Schools Association's Leadership Center and partner organizations in the charter realm (p. 29). Board members, according to the application, possess relevant experience, including law, audits, nonprofit management, education and community outreach (p. 31-2).

Weaknesses:

none

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

1. The quality of the management plan (34 CFR 75.210(g)(1) and (g)(2)(i)).

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Strengths:

The applicant adequately defines leadership staff responsibilities. The management plan includes grant objectives and timelines with clear target dates in Selection Criteria 3 (pp. 17-21).

Weaknesses:

The milestones, as listed in Selection Criteria 3 (pp. 17-21), could have expanded beyond hiring and retaining a social worker (p. 17) and Director of Finance (p. 20).

Reader's Score: 13

Selection Criteria - Existence & Quality of Charter or Performance Con.

1. Please provide your responses in the sub-questions.

The existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency (20 U.S.C. 7221i(1)(L)).

Strengths:

Weaknesses:

Reader's Score: 13

Sub Question

1. The Secretary considers--

(i) Whether a written charter or performance contract between the charter school and its authorized public chartering agency exists (up to 10 points);

Note: In considering whether there is a written charter or performance contract between the charter school and its authorized public chartering agency, the Secretary will consider, on a case-by-case basis, whether the school has received preliminary, conditional, or other intermediate approval to operate from the authorized public chartering authority, if applicable. An applicant should submit documentation regarding the status of any such approval and clearly describe the authorizer's approval process under applicable State law.

Strengths:

The application indicates that the Washington State Charter School Commission approved Willow Public School, but a contract had not been finalized. (p. 35)

Weaknesses:

A final contract is not in place.

Reader's Score: 8

2. The Secretary considers--

(ii) The extent to which the charter or performance contract describes how student performance will be measured in the charter school pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school (up to 5 points)

Note: In considering whether there is a written charter or performance contract between the charter school and its authorized public chartering agency, the Secretary will consider, on a case-by-case basis, whether the school has received preliminary, conditional, or other intermediate approval to operate from the authorized public chartering authority, if applicable. An applicant should submit documentation regarding the status of any such approval and clearly describe the authorizer's approval process under applicable State law.

Strengths:

According to the applicant, the draft contract with the authorizer includes student performance measures. (p. 35)
The applicant indicates that student performance will be measured by the state Achievement Index, federal Adequate Yearly Progress, proficiency and growth comparisons to the local school district and mission specific goals set by the school (p. 35).

Sub Question

Weaknesses:

No weaknesses found.

Reader's Score: 5

Selection Criteria - Degree of Flexibility Afforded by the SEA/LEA

1. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school (20 U.S.C. 7221c(b)(2)).

Note: The Secretary encourages the applicant to describe the flexibility afforded under its State's charter school law in terms of establishing an administrative relationship between the charter school and the authorized public chartering agency, and whether charter schools are exempt from significant State or local rules that inhibit the flexible operation and management of public schools.

Strengths:

The application states that Washington charter schools possess statutory authority to operate a fiscally and legally autonomous school. (p. 36)

Weaknesses:

No weaknesses found.

Reader's Score: 3

Priority Questions

Competitive Preference Priority - Supporting High-Need Students - 1

1. Competitive Preference Priority 1 - Supporting High-Needs Students (Rural Students, Students with Disabilities, English Learners)

Projects that are designed to improve academic outcomes and learning environments for one or more of the following groups of students:

- (a) Students served by Rural Local Educational Agencies
- (b) Students with disabilities
- (c) English learners

Note: Applicants may choose to respond to one or more of the priority areas and are not required to respond to each priority area in order to receive the maximum available points under this competitive preference priority.

Strengths:

The applicant intends to serve a school population of 32% ELL (although the abstract states 37%) and 15% special education students (42). The applicant provides a detailed description of the intervention and monitoring model the school will use to serve these students.

Weaknesses:

No weaknesses found.

Reader's Score: 3

Competitive Preference Priority - Supporting High-Need Students - 2

1. Competitive Preference Priority 2 - Supporting High-Needs Students (Federally Recognized Indian Tribes)

Projects that are designed to improve academic outcomes and learning environments for students who are members of federally recognized Indian tribes.

Strengths:

The application does not address this competitive preference priority.

Weaknesses:

The application does not address this competitive preference priority.

Reader's Score: 0

Competitive Preference Priority - Improving Early Learning Outcomes and Developments

1. Competitive Preference Priority 3 - Improving Early Learning Outcomes and Developments

Projects that are designed to improve early learning and development outcomes across one or more of the essential domains of school readiness for children from birth through third grade (or for any age group within this range) through a focus on including preschool, whether offered in school or community-based settings, as part of elementary education programs and systems in order to expand opportunities for preschool students and teachers.

Strengths:

The application does not address this competitive preference priority.

Weaknesses:

The application does not address this competitive preference priority.

Reader's Score: 0

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Status: Submitted

Last Updated: 11/10/2015 12:36 PM

Technical Review Coversheet

Applicant: Innovation Schools (dba Willow Public School) (U282B160040)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Curriculum and Instructional Practices		
1. Quality of Curriculum	15	13
Assisting Educationally Disadvantaged Students		
1. Achievement Standards	5	5
Assessing Achievement of School Objectives		
1. Assessing Achievement	15	12
Community & Parental Support & Comm. Involvement		
1. Community Support	10	9
Quality of Project Personnel		
1. Project Personnel	22	22
Quality of the Management Plan		
1. Management Plan	15	12
Existence & Quality of Charter or Performance Con.		
1. Existence of Charter	15	2
Degree of Flexibility Afforded by the SEA/LEA		
1. Degree of Flexibility	3	3
Sub Total	100	78
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students - 1		
1. CPP 1	3	3
Supporting High-Need Students - 2		
1. CPP 2	3	0
Improving Early Learning Outcomes and Developments		
1. CPP 3	2	0
Sub Total	8	3
Total	108	81

Technical Review Form

Panel #8 - Non-SEA Charter Schools - 8: 84.282B

Reader #1: *****

Applicant: Innovation Schools (dba Willow Public School) (U282B160040)

Questions

Selection Criteria - Quality of Curriculum and Instructional Practices

1. The quality of the proposed curriculum and instructional practices (20 U.S.C. 7221c(b)(1)).

Note: The Secretary encourages the applicant to describe the quality of the educational program to be implemented by the proposed charter school, including: how the program will enable all students to meet challenging State student academic achievement and content standards; the grade levels or ages of students to be served; and the curriculum and instructional practices to be used.

Strengths:

The applicant proposed curriculum with scope and sequence aligned with the adopted standards. Course overview and outcomes are clearly described (pp. 3 - 8). Course materials for each subject are specified (pp. 3 - 4) such as Engage NY for English/Language Arts, TCI History Alive for social studies, etc. (p. 3). 21st Century Skills will be integrated in the curriculum.

Project-based learning, Socratic Method, and blended learning are proposed as the instructional approach to be implemented (pp. 8 - 9). These approaches are research based and proven as best practices in class instruction.

Weaknesses:

The applicant could elaborate and provide further descriptions that what supplemental curriculum will be in place to assist students when they struggle in achieving academic expectations.

Reader's Score: 13

Selection Criteria - Assisting Educationally Disadvantaged Students

1. The extent to which the proposed project will assist educationally disadvantaged students and other students in meeting State academic content standards and State student academic achievement standards (20 U.S.C. 7221c(a)(1)).

Strengths:

The applicant proposed strategies of Intervention, Trauma-Informed Model, Restorative Discipline, and Crew Advisory Program to assist educationally disadvantaged students. Three-tiered intervention is a proven practice used in schools and districts to assist students who are in needs (p. 10). Home visits and wrap-around services are effective to keep students connected with the school (p. 11). Summer academy will be in place to support students who are significantly below grade level. Similar strategy has been adopted and proven to be effective in other schools and districts.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Selection Criteria - Assessing Achievement of School Objectives

1. The quality of the strategy for assessing achievement of the charter school's objectives.

Note: The Secretary encourages the applicant to propose a comprehensive plan for assessing the achievement of the charter school's objectives, inclusive of developing performance measures and performance targets for its proposed grant project that are consistent with those objectives. The applicant should clearly identify the project-specific performance measures and performance targets in its plan and should review Section VI.4. Performance Measures of the notice for information on the requirements for developing those performance measures and performance targets consistent with the objectives of the proposed project. The applicant may choose to include a discussion of the project-specific performance measures and targets it develops in response to the Performance Measures requirements when addressing this criterion.

Strengths:

The applicant established four goals to accomplish (p. 15) tracking the 6th grade cohort as an example. As for a single cohort, the applicant provided detailed descriptions about the objectives, targets, and measures to assess the project progress including some specific action steps (pp. 14 - 24)

Weaknesses:

Though the applicant tracked the 6th grade cohort as an example to demonstrate its strategy to assessing the school progress, the school does not operate in a single isolated grade. The applicant needs to present an overview of three years strategy including all grades to evaluate the school's progress.

Three objective listed in this section are not aligned with the objectives proposed in section 3 of this application. All objectives proposed in this application must be aligned and remain consistent (p. 15 & pp. 17 - 24).

Reader's Score: 12

Selection Criteria - Community & Parental Support & Comm. Involvement

1. Please provide your responses in the sub-questions.

The extent of community support and parental and community involvement (20 U.S.C. 7221c(b)(3); 20 U.S.C. 7221b(b)(3)(E)).

Strengths:

Weaknesses:

Reader's Score: 9

Sub Question

1. The Secretary considers the extent of community support for, and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--

(i) The extent of community support for the application (up to 5 points);

Sub Question

Note: In describing the extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school, the Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.

Strengths:

Letters of support from the community in supporting charter application are evident in the application (pp. e85 - 105).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

2. The Secretary considers the extent of community support for, and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--

(ii) How parents and other members of the community will be involved in the planning, program design, and implementation of the charter school (up to 5 points).

Note: In describing the extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school, the Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.

Strengths:

The applicant provided detailed description about involving parents and community in the proposed school. Multiple meetings with the parents were held; ideas from the parents will be incorporated; family engagement will be achieved in three different levels; partnership with various community organizations will positively support students' school life (pp. 26 - 28). The school will use lottery process to ensure an equal opportunity given to all students to attend the charter school.

Weaknesses:

The application lacked description how parents and other members of the community will be informed about the school.

Reader's Score: 4

Selection Criteria - Quality of Project Personnel

1. Please provide your responses in the sub-questions.

The quality of project personnel (34 CFR 75.210(e)(1), (e)(2), and (e)(3)(ii)).

Strengths:

Weaknesses:

Reader's Score: 22

Sub Question

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (up to 2 points).

Note: The Secretary encourages the applicant to provide evidence of the key project personnel's training and experience in activities related to the planning, program design, and initial implementation of a charter school.

Strengths:

The applicant stated to provide equal employment opportunity to all persons (p. 32). In addition, the applicant intended to broadcast through Spanish radios (p. 33).

Weaknesses:

No weaknesses noted.

Reader's Score: 2

2. In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel (up to 20 points).

Note: The Secretary encourages the applicant to provide evidence of the key project personnel's training and experience in activities related to the planning, program design, and initial implementation of a charter school.

Strengths:

The leadership team consists of personnel with various backgrounds in the fields of alternative education, taxation, legal, real estate, etc.

The leading indicators to launch a quality charter school are sound governing body, rigorous academic program, and fiscal sustainability. Each of the components requires personnel with rich experience in the respected field to contribute. The knowledge and skill of this team include extensive experiences in each of the above mentioned field, which is likely to launch and operate a quality charter school. Resumes are included in the application. All resumes are evident in the application (pp. 31 - 33 & e69 - 83).

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

1. The quality of the management plan (34 CFR 75.210(g)(1) and (g)(2)(i)).

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Strengths:

The applicant described the personnel to be hired in the first year of operation (p. 33). The needs, measures, milestones, and activities for an isolated single grade over the three years grant period are clearly listed (pp. 23 - 24).

Weaknesses:

Three objective listed in this section are not aligned with the objectives proposed in section 3 of this application. All objectives proposed in this application must be aligned and remain consistent (p. 15 & pp. 33 - 34). Three objectives listed in this section are not aligned with the objectives proposed in section 3 of this application.

Though the measures, milestones, and activities are listed for an isolated single grade over the three years grant period, the applicant needs to provide further details to demonstrate the ability of completing the project for the entire school not just one single grade.

Reader's Score: 12

Selection Criteria - Existence & Quality of Charter or Performance Con.**1. Please provide your responses in the sub-questions.**

The existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency (20 U.S.C. 7221i(1)(L)).

Strengths:**Weaknesses:**

Reader's Score: 2

Sub Question**1. The Secretary considers--**

(i) Whether a written charter or performance contract between the charter school and its authorized public chartering agency exists (up to 10 points);

Note: In considering whether there is a written charter or performance contract between the charter school and its authorized public chartering agency, the Secretary will consider, on a case-by-case basis, whether the school has received preliminary, conditional, or other intermediate approval to operate from the authorized public chartering authority, if applicable. An applicant should submit documentation regarding the status of any such approval and clearly describe the authorizer's approval process under applicable State law.

Strengths:

The charter application was submitted.

Weaknesses:

The charter contract is not evident. Even though the applicant stated that the charter school is approved on August 13, 2015. No evidence is presented. It cannot be assumed that the contract will be granted.

Reader's Score: 1

Sub Question

2. The Secretary considers--

(ii) The extent to which the charter or performance contract describes how student performance will be measured in the charter school pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school (up to 5 points)

Note: In considering whether there is a written charter or performance contract between the charter school and its authorized public chartering agency, the Secretary will consider, on a case-by-case basis, whether the school has received preliminary, conditional, or other intermediate approval to operate from the authorized public chartering authority, if applicable. An applicant should submit documentation regarding the status of any such approval and clearly describe the authorizer's approval process under applicable State law.

Strengths:

No strengths noted.

Weaknesses:

The contract is not provided to determine how student performance will be measured.

Reader's Score: 1

Selection Criteria - Degree of Flexibility Afforded by the SEA/LEA

1. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school (20 U.S.C. 7221c(b)(2)).

Note: The Secretary encourages the applicant to describe the flexibility afforded under its State's charter school law in terms of establishing an administrative relationship between the charter school and the authorized public chartering agency, and whether charter schools are exempt from significant State or local rules that inhibit the flexible operation and management of public schools.

Strengths:

The applicant described the flexibility afforded that "for the purpose of allowing flexibility to innovate in areas such as scheduling, personnel, funding, and educational programs in order to improve student outcomes and academic achievement" (p. 36). Charter schools are not exempt from the state teacher certification requirements. Washington's law defines charter schools as its own LEA.

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Priority Questions

Competitive Preference Priority - Supporting High-Need Students - 1

1. Competitive Preference Priority 1 - Supporting High-Needs Students (Rural Students, Students with Disabilities, English Learners)

Projects that are designed to improve academic outcomes and learning environments for one or more of the following groups of students:

(a) Students served by Rural Local Educational Agencies

(b) Students with disabilities

(c) English learners

Note: Applicants may choose to respond to one or more of the priority areas and are not required to respond to each priority area in order to receive the maximum available points under this competitive preference priority.

Strengths:

The applicant chose to address the priority areas of Students with disabilities and English learners.

The school will use multi-tiered system to support students. IEP will be followed and Student support team will be in place to monitor students' progress (pp. 42 - 44)

The home language survey will be sent and WELPA will be used to identify ELL students. Sheltered English Immersion program will be incorporated in the classrooms and students will receive differentiated instruction to maximize their learning. These strategies are deemed effective in other schools and districts to meet the needs of the target students.

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Supporting High-Need Students - 2

1. Competitive Preference Priority 2 - Supporting High-Needs Students (Federally Recognized Indian Tribes)

Projects that are designed to improve academic outcomes and learning environments for students who are members of federally recognized Indian tribes.

Strengths:

No strengths noted.

Weaknesses:

The priority was not addressed.

Reader's Score: 0

Competitive Preference Priority - Improving Early Learning Outcomes and Developments

1. Competitive Preference Priority 3 - Improving Early Learning Outcomes and Developments

Projects that are designed to improve early learning and development outcomes across one or more of the essential domains of school readiness for children from birth through third grade (or for any age group within this range) through a focus on including preschool, whether offered in school or community-based settings, as part of elementary education programs and systems in order to expand opportunities for preschool students and teachers.

Strengths:

No strengths noted.

Weaknesses:

The priority was not addressed.

Reader's Score: **0**

Status: Submitted

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Status: Submitted

Last Updated: 11/09/2015 04:14 PM

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Applicant: Innovation Schools (dba Willow Public School) (U282B160040)

Reader #3: *****

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1. Assessing Achievement	15	10
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Supporting High-Need Students - 2		
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Reader #3: *****

Applicant: Innovation Schools (dba Willow Public School) (U282B160040)

Questions

Selection Criteria - Quality of Curriculum and Instructional Practices

1. The quality of the proposed curriculum and instructional practices (20 U.S.C. 7221c(b)(1)).

Note: The Secretary encourages the applicant to describe the quality of the educational program to be implemented by the proposed charter school, including: how the program will enable all students to meet challenging State student academic achievement and content standards; the grade levels or ages of students to be served; and the curriculum and instructional practices to be used.

Strengths:

Project-based learning and personalized learning, both of which can produce significant results in high poverty, low performing areas, will be at the core of the school's program design. Alignment with Common Core Standards and the State of Washington standards will drive the curriculum and help prepare students to be college and career ready. The curriculum's scope and sequence was clear.

The school will also incorporate a framework of 21st century skills to prepare students for college and the workforce.

Instructional practices that have proven success with high needs students will be incorporated in the day-to-day learning.

The school will serve students in grades 6 – 8. Beginning in year 1, the anticipated enrollment will be 120, expanding to 220 by year 5. (page e192)

Weaknesses:

Further clarification on how Project-based Learning will be implemented and what it will look like in the real world classroom is needed.

Interventions to serve a high need population require further description and explanation on how these interventions will be implemented to afford this population the opportunity to meet the challenging State standards.

Reader's Score: 11

Selection Criteria - Assisting Educationally Disadvantaged Students

1. The extent to which the proposed project will assist educationally disadvantaged students and other students in meeting State academic content standards and State student academic achievement standards (20 U.S.C. 7221c(a)(1)).

Strengths:

Beyond the core curriculum, the school will address the needs of its unique and diverse population using intervention programs, such as i-Ready, Wilson Reading, Middlebury Interactive and Assessment and Learning in Knowledge Spaces for students below grade level. The set a foundation for mastering academic standards, project-based learning, 21st Century Skills and the Socratic Method will be incorporated.

Intervention will be at the core of the school's education program, including Response to Intervention, mental, emotional and social development supports, wrap around services, homes visits and restorative discipline.

A four-week summer program for incoming students and returning students significantly below grade level will create a foundation for basic literacy and math. (page 14 / e29)

Weaknesses:

The applicant needed to provide additional clarification on how the school will accomplish its goal to assist the disadvantaged student population in meeting academic standards. The "what" is defined, but the "how" requires more thorough explanation.

Evidence of monitoring steps is not sufficient.

Reader's Score: 3

Selection Criteria - Assessing Achievement of School Objectives**1. The quality of the strategy for assessing achievement of the charter school's objectives.**

Note: The Secretary encourages the applicant to propose a comprehensive plan for assessing the achievement of the charter school's objectives, inclusive of developing performance measures and performance targets for its proposed grant project that are consistent with those objectives. The applicant should clearly identify the project-specific performance measures and performance targets in its plan and should review Section VI.4. Performance Measures of the notice for information on the requirements for developing those performance measures and performance targets consistent with the objectives of the proposed project. The applicant may choose to include a discussion of the project-specific performance measures and targets it develops in response to the Performance Measures requirements when addressing this criterion.

Strengths:

The school has set performance measures and targets for math and reading at all three grade levels. The measure will be the NWEA MAP and the SBAC (Common Core) assessment. Sixth grade proficiency levels are 70% or above proficient; 7th grade at 80% or above proficient; and 8th grade at 90% or above proficient.

Additional performance measures have been set for the end of 8th grade: 90% of the students will pass Algebra I (a high school level course); 90% will read at or above grade level; no expulsions; and the suspension rate will be less than that of the public school. (page 15/e30)

Weaknesses:

Performance measures and targets are provided for the first cohort. (page 15 - 16) However, performance targets for subsequent cohorts are not included in the application.

Performance measures and targets for science should be included.

Reader's Score: 10

Selection Criteria - Community & Parental Support & Comm. Involvement

1. Please provide your responses in the sub-questions.

The extent of community support and parental and community involvement (20 U.S.C. 7221c(b)(3); 20 U.S.C. 7221b(b)(3)(E)).

Strengths:

Weaknesses:

Reader's Score: 10

Sub Question

- 1. The Secretary considers the extent of community support for, and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--**

(i) The extent of community support for the application (up to 5 points);

Note: In describing the extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school, the Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.

Strengths:

The applicant has forged relationships with key community-based organizations, including the neighborhood organizations, community centers and health organizations.

Letters of support, both community and state wide, were included in the application

Weaknesses:

No weaknesses are noted.

Reader's Score: 5

- 2. The Secretary considers the extent of community support for, and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--**

(ii) How parents and other members of the community will be involved in the planning, program design, and implementation of the charter school (up to 5 points).

Sub Question

Note: In describing the extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school, the Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.

Strengths:

The applicant outlined a detailed plan for community events that describe how parents and the community will be informed about the charter school. (pages 59 - 61)

The school's community engagement plan will include community meetings (five meetings were held during the design phase which attracted more than 100 parents, including bilingual meetings) and small group, community-based organization connections, and other local groups that share the same vision of education as the founders. (page 25 - 26)

Willow Public School has plans to incorporate ideas garnered from community meetings and will continue to seek community input that is aligned with the school's mission. (page 26)

After the school is opened, the school will host guest speakers, open houses and project exhibition evenings.

The applicant acknowledges that students will have an equal opportunity to attend the school. A lottery will be held if the number of applicants exceeds the number of available seats. (page 61/e167)

Weaknesses:

No weaknesses found.

Reader's Score: 5

Selection Criteria - Quality of Project Personnel

1. Please provide your responses in the sub-questions.

The quality of project personnel (34 CFR 75.210(e)(1), (e)(2), and (e)(3)(ii)).

Strengths:

Weaknesses:

Reader's Score: 22

Sub Question

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (up to 2 points).**

Note: The Secretary encourages the applicant to provide evidence of the key project personnel's training and experience in activities related to the planning, program design, and initial implementation of a charter school.

Sub Question

Strengths:

The school will seek to hire individuals with similar culture backgrounds as the students. To this end, the school will work through local minority community organizations to publicize job openings and solicit referrals. Additionally, the school will advertise on their web site and through broadcast media, such as Spanish language radio, to target local teachers from diverse backgrounds. (pages 32 - 33)

Further, the applicant acknowledges that there is a research-based connection between student success and having a teacher who is from the same ethnic and cultural background. (page 32 - 33)

Weaknesses:

No weaknesses found.

Reader's Score: 2

2. In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel (up to 20 points).

Note: The Secretary encourages the applicant to provide evidence of the key project personnel's training and experience in activities related to the planning, program design, and initial implementation of a charter school.

Strengths:

Key project personnel include a leadership team that consists of an executive director with extensive education experience, including Project-based Learning, dean of students, and a director of finance and operations.

All are highly skilled with demonstrated relevant experience to meet the challenges of the activities related to the planning, program design, and implementation of a charter school.
(pages 29 – 32)

The founding team, who will be responsible for the activities during the grant period and beyond include the executive director and professionals with finance experience in governmental and school district funding and accounting, non-profits and legal, personnel management, and post-secondary education.

Qualifications of the Board are reflected in the application and demonstrate a broad range of backgrounds and experiences, including legal and finance, non-profit management, education, community organizers with ties to the Hispanic community, and community members with extensive experience in leadership and management operations. (pages 31 – 32)

Weaknesses:

No weaknesses found.

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

1. The quality of the management plan (34 CFR 75.210(g)(1) and (g)(2)(i)).

The Secretary considers the quality of the management plan for the proposed project. In determining

the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Strengths:

Key project personnel are well qualified to support the development of the charter school and bring to the project the skill sets necessary to successfully implement the project. The executive director has extensive experience in education, including leading the alternative education programs for the local school district, classroom teacher, and the Washington State Charter Schools Association Leadership Program; non-profit education organizations, and finance.

Three key objectives are outlined for the project's three year period (pages 17 – 24) and are aligned with the school's mission and objectives of the described learning environment (page 2). The timeline for this period is identified on pages 20 – 24. The school will also develop relationships with key partners to ensure the objectives set forth are met. (page 34) This information assists in supporting the quality of the management plan and its successful implementation to achieve objectives.

Furthermore, the governing board will bring extensive expertise through its, including finance, legal and education experience to support the management plan.

Weaknesses:

Although project responsibilities are identified, additional detail and clarification in all three years of the project would be useful. (pages 33 – 34).

The timeline, with identified milestones, for the three year grant period appear to be realistic. However, the management plan (page 33 – 34) needed to be tied back to the timeline. (pages 20 – 24)

Reader's Score: 13

Selection Criteria - Existence & Quality of Charter or Performance Con.

1. Please provide your responses in the sub-questions.

The existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency (20 U.S.C. 7221i(1)(L)).

Strengths:

Weaknesses:

Reader's Score: 6

Sub Question

1. The Secretary considers--

(i) Whether a written charter or performance contract between the charter school and its authorized public chartering agency exists (up to 10 points);

Note: In considering whether there is a written charter or performance contract between the charter school and its authorized public chartering agency, the Secretary will consider, on a case-

Sub Question

by-case basis, whether the school has received preliminary, conditional, or other intermediate approval to operate from the authorized public chartering authority, if applicable. An applicant should submit documentation regarding the status of any such approval and clearly describe the authorizer's approval process under applicable State law.

Strengths:

The applicant states that the Willow Public School is in the process of finalizing the charter contract with the authorizer. The anticipated date for completion is November 11, 2015.

Weaknesses:

The contract has not been finalized as of the date this application was submitted.

Reader's Score: 3

2. The Secretary considers--

(ii) The extent to which the charter or performance contract describes how student performance will be measured in the charter school pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school (up to 5 points)

Note: In considering whether there is a written charter or performance contract between the charter school and its authorized public chartering agency, the Secretary will consider, on a case-by-case basis, whether the school has received preliminary, conditional, or other intermediate approval to operate from the authorized public chartering authority, if applicable. An applicant should submit documentation regarding the status of any such approval and clearly describe the authorizer's approval process under applicable State law.

Strengths:

The applicant states that the student performance measures, as developed by the authorizer, will be included in the charter contract. Measures of student achievement will include the state Achievement Index which compares schools based on proficiency, academic growth and college and career readiness; federally established expectations; proficiency comparisons, subgroup proficiency comparisons and growth comparisons to similar student populations within the school district and schools serving similar populations; and achievement of the school's mission specific goals as identified by the school. (page 35)

Weaknesses:

Since the contract has not been finalized and could not be provided, the student performance measures identified by the applicant cannot be verified.

Reader's Score: 3

Selection Criteria - Degree of Flexibility Afforded by the SEA/LEA

1. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school (20 U.S.C. 7221c(b)(2)).

Note: The Secretary encourages the applicant to describe the flexibility afforded under its State's charter school law in terms of establishing an administrative relationship between the charter school and the authorized public chartering agency, and whether charter schools are exempt from significant State or local rules that inhibit the flexible operation and management of public schools.

Strengths:

The applicant outlines a high degree of autonomy and flexibility afforded by the SEA, noting that the State of Washington's law exempts charter schools from most statutes and rules that apply to traditional public schools.

Exceptions include local, state and federal laws related to health, safety, civil rights, student accountability, employee criminal background checks and generally accepted accounting principles, to name a few. (page 36)

Weaknesses:

No weaknesses found.

Reader's Score: 3

Priority Questions

Competitive Preference Priority - Supporting High-Need Students - 1

1. Competitive Preference Priority 1 - Supporting High-Needs Students (Rural Students, Students with Disabilities, English Learners)

Projects that are designed to improve academic outcomes and learning environments for one or more of the following groups of students:

- (a) Students served by Rural Local Educational Agencies**
- (b) Students with disabilities**
- (c) English learners**

Note: Applicants may choose to respond to one or more of the priority areas and are not required to respond to each priority area in order to receive the maximum available points under this competitive preference priority.

Strengths:

The applicant is requesting consideration for Competitive Preference Priority 1, targeting Students with Disabilities and English learners. The anticipated population is 71% low income, 60% Latino, 32% English language learners; and 15% special needs. The applicant states that these percentages exceed state and district averages. (page 2 / e17)

Weaknesses:

No weaknesses found.

Reader's Score: 3

Competitive Preference Priority - Supporting High-Need Students - 2

1. Competitive Preference Priority 2 - Supporting High-Needs Students (Federally Recognized Indian Tribes)

Projects that are designed to improve academic outcomes and learning environments for students who are members of federally recognized Indian tribes.

Strengths:

No strengths found. Priority was not addressed.

Weaknesses:

No weaknesses found. Priority was not addressed.

Reader's Score: **0**

Competitive Preference Priority - Improving Early Learning Outcomes and Developments**1. Competitive Preference Priority 3 - Improving Early Learning Outcomes and Developments**

Projects that are designed to improve early learning and development outcomes across one or more of the essential domains of school readiness for children from birth through third grade (or for any age group within this range) through a focus on including preschool, whether offered in school or community-based settings, as part of elementary education programs and systems in order to expand opportunities for preschool students and teachers.

Strengths:

No strengths found. Priority was not addressed.

Weaknesses:

No weaknesses found. Priority was not addressed.

Reader's Score: **0**

Status: Submitted

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